

EDITING AND COPYREADING HIGH SCHOOL PUBLICATIONS

by

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INTRODUCTION

The high school publication in recent years, has become firmly established. It exerts a virile influence on the life of the school, but it is in many cases a plaything. The publication may be a publicity sheet for a small group, it may be a place to air literary flights, it may be a historical record, or it may be an ideal publication which serves the school as a socializing medium and gives real journalistic training to the group responsible for its publication.

High school journalism courses have not been standardized. A few states, including Iowa, have published courses of study distinct from the brief outlines given in connection with English courses of study. The lack of standardization has resulted in the refusal of colleges in many states to give entrance credit for journalism courses.

In a survey (33) made by Margaret M. Sullivan, a director of the National Association of Journalism Advisers, it was found that 57.9 per cent of the advisers were inexperienced. The majority have had no special courses in journalism. Very few have had practical experience in professional newspaper work. More than fifty per cent received their training through summer and extension courses while doing the advisory work on a paper.

A survey on the correlation of journalism with English composition (33), made by Mildred Stallings, another N.E.P.A. director, showed that 90 per cent of the authors of journalism text books and periodicals named motivation of English as the main objective of high school journalism. Journalism teachers also ranked this motive first, questionnaires revealed. Such units of study as the news story, editorials, and features were given 66.2 per cent of all text book space, emphasis being placed on theory.

Marjorie Gilbert, in her introduction to the Iowa Standard Course of Study (15) writes:

"The prime purpose of any course in journalism should be to develop writing ability. . . Beginning with the eleventh week, three weeks are used for the study of copyreading and headline writing. At that time, the teacher will cause the pupils to learn and apply the principles of copyreading: Type copy, indent paragraphs, place copyreading signs in the body of copy, verify names and addresses, check corrections, etc."

Practice material for copyreading cited in the Iowa course of study includes from one to five pages in standard high school text books, which, in addition to being difficult to collect and prepare for use, is insufficient for the time allotted for the study.

Lambert Greenawalt gives his students in the York, Penn. high school try-outs before they are eligible for staff positions. The first covers writing ability, and later tests include training in details. He writes (16):

"Extra duplicates of the galley proofs are secured from the printer and the candidate is given the proofs to collect. . . Training in copy-editing is the most difficult to manage. However, if the typist will make a carbon copy of every sheet that is typed the problem will be solved."

The problem is very real. High school journalism teachers are over-burdened with teaching duties and extra-curricular activities. Little time is left to prepare exercises which will adequately teach the entire class how to copy-read, and no practice material has been compiled in a form adaptable for the use of high school students.

Three sets of exercises for college students, written from the city daily point of view, have been published. The first, by Blair Converse (10), published in mimeograph form, is out of print; the others in use by college copyreading classes are: "Practical Exercises in News Writing and Editing" by Douglass Wood Miller (24) and "Graded Exercises in News Editing" by George C. Bastian (3). "Newspaper Desk Work" by Robert Miller Neal (26), in text book form, contains much supplementary exercise material which the author suggests may be mimeographed for class work. None of these, however, is suitable for high school work.

Authorities emphasize the fact that high school students are not to receive complete training in journalism, but are to be trained to write acceptable English. Hence their

judgment of good writing and ability to correct poor writing, should be developed through the use of practice material written by other high school students, which can be judged without the prejudice with which writers regard their own work.

The purpose of this study is to present, in a practical form, a set of exercises on editing and copyreading high school publications which will be adapted to the specialized requirements of the typical high school courses in journalistic writing.

A teacher of journalistic writing for six years, the author came in contact with many other teachers of the subject at state and national conventions and in summer school courses for journalism teachers, who felt the need of a high school news editing book.

In a questionnaire answered by sixty journalism teachers, all but one expressed the desire for the early completion of practice material adapted to high school students. The one approved the plan but feared additional expense for the students. Fifty per cent had no text book for the class but used references and city newspapers.

The teachers were unanimous in expressing the need for drill work in punctuation; 75 per cent felt the need for special work in grammar, spelling, vocabulary, news judgment,

leads, headline writing, and style sheet. Drill in the ethics of editing was desired by 70 per cent of the teachers, and 90 per cent felt that much more drill work should be given in proof reading. Elementary printing, use of illustrations, advertising, features, special columns, and sport stories varied in need from 20 to 30 per cent.

Letters sent to college instructors of methods courses for high school teachers of journalism, elicited responses encouraging the author's study. None knew of any published work of that nature, and all felt the material would be extremely practical.

A study of high school newspapers carried on during the six years of teaching, with special attention given during the past year to forty newspapers on the exchange list of the Manhattan, Kansas, Mentor, revealed emphatically to the author the need of preliminary training in the fundamentals of good writing, or perhaps more truly, the fundamentals of copy correction.

From these papers, which obviously must remain anonymous, exercises which apply to recognized rules have been developed. From fifteen high school text books, many college texts, and from teaching experience, necessary rules were evolved.

The purpose of the set of exercises which has been worked out is to provide materials and methods for student practice work in high school newspaper editing.

In developing the assignments, it has been necessary to obtain student written material which adapts itself to the rules laid down for the editing of copy. The material is intended to supplement writing done by the students for publication in the paper.

The style requirements of the paper of a typical high school are higher than beginning students can easily meet. The adviser and one or two dependable students are frequently responsible for editing that the entire group should be able to do. After thorough drill on fundamentals, each member of the group must be held responsible for a greater share of the editing until finally any student is capable of editing the publication.

Since editing a high school paper is largely cooperative, responsibility for errors is hard to place. The progress of individuals cannot easily be determined. Practice work, distinct from publication work, gives the teacher in charge an opportunity to trace poor work, to give remedial exercises, and to measure individual progress.

If it is possible to give a preliminary editing course before the students are permitted to enter a newswriting

class, those with no technical writing ability may be eliminated, and students who prove competent may be advanced according to their work.

The exercises included in this group are reproduced fully or in part from high school newspapers published throughout the United States. The errors are among those most commonly made by high school writers, and the problems of headline writing, news judgment, etc., are real, not theoretical. In a few cases changes have been made and errors introduced to emphasize rules of form or style.

In using the exercises, the teacher will find them much more effective if the students are given a fixed amount of work to be performed in an allotted time.

THE COPYREADER, HIS DUTIES AND QUALIFICATIONS

News stories are poorly written by many high school students. Inaccuracies occur. Errors in form and construction are frequent. Important information is buried under a mass of detail. Faulty diction, long, ambiguous words, fine writing, are frequently found in news stories or features. News stories are often editorialized. The style sheet is forgotten.

The copyreader is given this faulty copy to prepare for

the compositor. He is guardian of the accuracy of the paper. He makes a poor story good, receiving no credit. He is a copyreader because he has the ability to recognize the faults of less accurate writers. He must be as nearly infallible as possible.

Copyreaders, according to Morelock (25), should:

- Have a knowledge of good English.
- Be able to spell correctly and discover misspelled words in the copy they edit.
- Have a good vocabulary, especially a knowledge of synonyms to give them facility in writing headlines.
- Be willing to use the dictionary and other books of reference.
- Be willing to change copy in order to improve it, but they should not take a special delight in doing so just for the sake of trying to create the impression that they know more than the reporter.
- Have ability to concentrate and to work rapidly.
- Have a knowledge of school affairs and know the identity of prominent students.
- Be able to write legibly.
- Work hard and painstakingly and do work over again when asked to do so.
- Be familiar with the headline schedule and with the rules listed in the style book and be willing to follow them carefully.
- Know news values. Otherwise the copyreader will fail to put the proper facts in his headline and to rewrite the story or ask that it be rewritten when information that should be in the lead is buried in the mass of details.

With the copy he receives, says R.M. Keal (26), the desk man performs seven tasks, sometimes monotonous and sometimes as delicate as an optic nerve operation. They are:

He determines whether purported facts are facts and weeds out misstatements, contradictions and exaggerations.

He sees whether all important information is given; if not, he prods the news-gathering machine.

He deletes unimportant or irrelevant material and adjusts stories to prescribed length.

He safeguards stories against snagging the law of libel or the federal statutes on unprintables.

He removes writers' personal comments unless the stories lie within the few categories that tolerate editorializing. This is one of his most responsible and exacting works.

He sees that the stories are well written, have strong beginnings, and follow the paper's dictates as to literary usage.

He builds headlines.

Otto(27) says that the copy must conform to the policy of the paper, the feature must be properly played up, and the headlines must fit the lead.

Mapel (22), in his open letter to copyreaders, gives additional suggestions:

Verify any questionable fact and see that there are no contradictions.

Eliminate all efforts on the part of any writer to hold up to ridicule any student or faculty member, striking out in the process slang, the slightest profanity, and all words with a double meaning, but leave good fun.

Keep your eyes open for news stories that have already been published.

Be on the alert for feature story possibilities as follow-up material. Some angle of a story might well be amplified in a special article.

Mark copy carefully and legibly so the linotype operator can understand just what is meant.

Write a headline that is free from all the faults you correct or guard against in reading copy. Study rules of headline construction. Be certain the heads conform to the adopted schedule.

Training as a copyreader is recognized by leading newspaper men as essential for those desiring executive positions. The most efficient reporters are those who, through practice in copyreading, have learned to analyze their own stories. Students, learning to edit copy by the use of prepared exercises, graded according to difficulty, should gain in skill much more rapidly than those who learn through experimentation.

THE STYLE SHEET, ITS USE AND DEVELOPMENT

The style sheet of a high school publication provides simple rules for the preparation of copy and accepted standards governing punctuation, capitalization, spelling, and ordinary usage. It is in no sense a complete course in English composition.

In preparing the copy, the reporter follows a few general rules of form:

Write on only one side of the paper.

Begin about half way down on the first page, at the top of all others.

Number each page if the story requires more than one. Write the word "more" at the bottom of each page and circle it. At the end of the story use an end mark.

Double space all copy, and leave wide margins for corrections.

A study of city and school publications reveals that there is a wide variation in style among the papers in various sections of the country. The style is usually different from magazine and book (literary) style.

Each publication, however, is consistent in its general practices. Its style has developed through experience and practice, and lack of consistency brands a publication as immature. With so many differences in capitalization and punctuation, all approved by good usage, contributors must know and observe the rules in the style book of each publication for which they write.

The rules of style used in connection with the copy-reading exercises which follow constitute a practical and complete program for improving common defects in the writing of high school students.

The defects were analyzed by means of an exhaustive study of many high school publications, compositions of underclassmen, and original copy prepared for publication.

The rules covering these weaknesses were then evolved after a careful analysis of texts of English composition, high school and college journalism texts and style sheets, and style sheets of newspapers and magazines.

Any school using the exercises may adapt any approved rule to the style given, which will lessen in no way the value of the exercises.

Copyreading Symbols

<u>Jack Smith</u>	Circle notes not to be set up on linotype.
<u>53</u> feet	Circle around a figure indicates that it is to be spelled out.
<u>nine</u> cents	Circle around a spelled-out number specifies figures.
<u>Doctor</u> Jones	Circle around complete word specifies abbreviation.
<u>Prof.</u> Smith	Circle around abbreviated word indicates that it is to be spelled out.
smith ≡	Three lines under letter or word mean capital letters.
/street	Line through capital letter indicates that it should be a small letter.
not <u>only</u> for package	Separated matter is drawn together with run in line.
per <u>cent</u>	Matter is separated by oblique line.
○ x	Circle or cross emphasizes period.
"stunt"	Half circles are used when necessary to emphasize quotation marks, either single or double, and to show which way they lean.
yes✓	
(to <u>only</u>) see	Elements are transposed by encircling lines.
The ^{last} man who	Caret marks point where insertion belongs.
└ The time	If an indention is not clear or a new paragraph is desired, the paragraph beginning may be marked by an angle or a paragraph mark.
¶ He spoke	
<u>more</u>	If a story runs more than one page, "more" is written at end of each page but last.
<u>30</u> or #	An end mark is used at the end of each story.

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Too Many Tardies
Superintendent's Office
Howard Jones

Entirely too much ^{student} tardiness prevalent among members of the student body of Jonesville High School, and this is leading to ineffectiveness of first hour classes in the morning and afternoons. Superintendent Jones told a High Times reporter this morning. "It ^{must} ^{W. H. H.} gotta be stopped, the ^{W. H. H.} Supt. said, "and we're going to do it this way. Every time a boy or girl student is absent he or she will get half an unexcused absence. Thus two tardies will count as one unexcused absence, and two unexcused absences will ^{suspend him from} kick the kid out of school. To get back in school the students will have to ^{be reinstated} petition the board of Education."

School records showed that last month there were over ^{(were recorded) in Jonesville High} seventy-six tardy marks. Supt. Jones points out that this is an average of one tardy mark for every 2 students in the school, although ^{in reality} he points out that these seventy-six tardies were accumulated by forty-three pupils, so it really wouldn't be one tardy mark for every student other because ^{stat} some students had as many as four tardies. These students were quite negligible, it seems.

"Perhaps our school has more tardiness because we haven't clamped down more," ^{Mr. Jones} he said. "We shall now apply the pressure to see what comes as a result."

Paragraphs

Long paragraphs are difficult to read and to handle in make-up work. Newspaper paragraphs should not be more than eight or ten lines in length, or about sixty to seventy-five words.

The most important details of the straight news story should be in the first paragraph or paragraphs as the last may be cut off in the make-up. Featurized stories, however must run full length and build up to a climax.

If the story is long, paragraphs of two, three, and four lines should be written so that any one may be eliminated in the make-up.

Two kinds of paragraph marks may be used. If there isn't room for the reversed P, ¶, a single stroke downward, making a right angle turn either direction, L, is convenient. For precaution's sake, paragraph marks are used even though the line is indented.

If a reporter has made too many paragraphs, use a "run-in" line to connect them:

A junior class meeting was held this morning to elect officers.)

(Mary Brown is to be the next president.

Paragraph the following stories, keeping in mind the general suggestions given.

Some schools have school buses which pick up students and take them to school. Hill High does not have a school bus but south of town is a "system" which resembles it very much. If one could be standing on the corner one half miles west of the first mile south on the county road about eight o'clock in the morning one would see four boys meet. Among them would be Kirk Smith and Maurice Schultz. They congratulate each other on getting up so early until they hear a car approaching, then start slowly for town. It might also be mentioned here that in recent ear tests Maurice was found to have the strongest ears as he could hear the cars a mile away while Kirk could only distinguish the purr of the motor at $\frac{1}{2}$ of a mile.

However, Maurice's friends have not decided whether or not his "keen" ears are due to his hitch hiking experience or listening for a certain person's father to appear on the scene in Beloit.

However things do not always work out as planned.

The other morning the four met at the usual corner and after the customary greetings and ear straining they started slowly on their way.

After they walked a full quarter of a mile and Morris

had not yet made his appearance it was decided by all four that an investigation be made.

After investigating they found Morris, who had attended the second show the preceding night had not arrived home until 12:30 and was only getting his nine hours of sleep.

The boys feel that they have this system worked out fairly well but if anyone has any suggestions to make on bettering it they would appreciate the suggestions.

Some girls from the high school performed for the Hawaiianians at their monthly dinner held Tuesday January 31 at the Kitway hotel. Mr. South introduced Marie James, the "Master of Ceremonies" who then took charge. She gave a very graceful tap dance and then told her audience of the trip she had just taken around the world. The other persons in the program were worked as things which had impressed her most and which she had brought back to show her United States friends. Then she introduced the famous "Madam Mazell" who made the crowd shout with enjoyment. Following this number to keep the record good, she introduced her most famous Irish ladies, who gave an Irish dance. The crowd in a happy content could hardly await the coming number which consisted of a Hungarian dance. Again Miss James comes before the crowd with even another very well liked dance.

I crept stealthily up the stairs. I slithered shyly through the doorway. I was greeted effusively and told to prepare myself for the execution. I did so with trembling hands. I seated myself on the provided bench, and my last words were, "Tell my mother good-bye." For the first picture I set my mouth in a grim line to show off my dimple. "Don't you feel well?" asked the photographer solicitously, and I abandoned my feeble attempt to appear beautiful. Attempting to coerce me into a semblance of cheerfulness, the photographer gazed on me benignly with that "Oh, see the lovely spinach" expression, and I regarded her suspiciously as she pressed the bulb. "Put a little expression in your eyes," she beseeched me, so I crossed them just enough to be effective. Then she took a profile but I fooled her. I watched her distrustfully out of the corner of my eye. I sat perfectly still while she carefully and meticulously rearranged the reflectors, and I had itches and itches of very itchy itches but I grinned agonizedly and lengthily, and at one time even went so far as to laugh out loud upon request. The inquisition ended after I had tilted my chin high at a perilous angle and scanned the sky reminiscently for the traditional "birdie", only to acquire a crick in my neck. And after all, she expected me to pay her! There ain't no justice. I'm dying to see my proofs, and I'll probably die after I see them, so what's the use?

Sentences

A copyreader must recognize and correct all incomplete sentences. Often we fail to complete sentences because we forget that words such as although, since, because, if, while, and hoping begin parts of sentences.

If who, when, where, that, which, and what are not used to begin questions, they begin parts of sentences. Usually a comma follows the fragment.

Recognize sentence ending, and be sure that "Stop" signs are used. Commas will not substitute unless there is a coordinating conjunction to connect the two sentences. A semicolon may be used in place of a period if the thoughts are closely related.

A reliable and easy rule to remember: A sentence expresses a complete thought.

If words must be added in copy, insert a caret and write the additional words above the line, drawing a line from the last word back to the caret. Never write additions in the margin or below the line the correction should be in: The entire program was interspersed with stories humor thoroughly balanced.

When a word is to be struck out, run a line through it: The music departments will will be the audience.

Use an x-mark to make periods stand out:

Three lines under a letter or word mean, "Set in capitals." I saw president Roosevelt.

Exercises

Edit the following copy, correcting all sentence errors.

Have any of you ever really wondered where the books in our school library came from? Or how long they had been in existence?

The oldest books in the library today, date back to 1851 or 82 years ago, they are a broken set of "Irving's Works." on literature, there are still 10 of the original set in the school library, written by Washington Irving and published by George O. Putman.

These books have been in the high school library for years, and were probably purchased during the superintendency of A. Smith, under whose direction the high school was organized.

Mr. Smith placed in the school a number of sets of books from the standard authors as, Dickens, Scott, Hawthorne, and others, these made up the nucleus of the school library at that time.

There are also other books which he probable placed in the library at that time also, and are still being used in

our library, some of these books were on history, such as: Parkman's Works, The Story of the Nation, and books by Prescott.

These are just some of the interesting things that we have in our library, and if at any time you are not busy, in study hall, take a look at what the library has to offer you and Miss Giles will be glad to show you around or help you, if you are interested.

This is a real opportunity, take advantage of it.

One of the most pleasant, and yet the most severe meeting of the deportment committee was called to order Monday to check the leaving open of lockers.

In view of the fact that no harsh bawling outs had to be administered, made the meeting exceedingly pleasant, but when it came to giving of demerits to those who ditched the meeting, the members became suddenly sober.

Twenty-three demerits were issued to those who failed to appear and will find their slips posted on the Bulletin board in the front hall.

Brewster's second team took the lead from the beginning and kept it until the game ended with the score 30 to 16.

Although the Colby boys didn't come to a tie with Brewster they stayed right in there and did their best.

The boys did their best playing in the second and third quarters. But they did not succeed in overcoming the lead that the Brewster boys had established.

The starting lineup: Larson, Diller, c; Schnell, g; Osborne, g; Foster, F., f; Foster, C., f.

Rosemary would be very glad if a certain little 8th grader disappeared from fourth hour German class then completion in getting her German lesson wouldn't be so strong.

Sergeant Healy inspected the Battalion, Monday, for dirty rifles and for uniforms that were not cleaned and pressed, and most of the marks went down because of bad rifle and shoes and belts that were not shined, we are supposed to be shined up all the time.

A senior meeting held last Thursday to decide photographer to take the annual pictures this year. Dole's Studio received the most votes, last year Wilsey's Studio received the contract and the year before, Dole.

Capitalization

Capitalize:

All proper nouns, months, days of the week, but not seasons: Wednesday, March, spring.

Titles denoting official position or occupation when they precede a proper noun, but not when they follow the name: Professor J.E. Brown, or J.E. Brown, professor at Kansas State college.

All the name of any company, association, church, school club, society, etc., except the common noun placed at the end: Mathematics club, Honor society, Manhattan high school, but University of Kansas, Society of Arts.

Only the proper noun in a geographical name, except when the common noun precedes: Lake Michigan, Kaw river.

Names of races and nationalities: Caucasian, Indian, Negro.

Only the distinguishing parts of names of holidays: Fourth of July, New Year's day.

Do Not Capitalize:

The names of classes in school or college: senior, freshman.

The names of subjects taught in school, except those derived from proper nouns: algebra, physics, French.

The seasons of the year: spring, autumn.

The abbreviations "a.m." or "p.m."

Titles when they follow a name: A.B. Brown, superintendent of schools.

Adviser, varsity, commencement, room or events.

Underline three times a letter or word that you want set in capitals. To change a capital (upper case) letter to a small (lower case) letter, draw a slanting line through it: indians, ~~winter~~.

Exercises

In the following group of exercises, correct all capitalization errors and make sentence and paragraph improvements.

Two prominent junior and Senior girls of S.C.K.S. plunged into the sea of matrimony while the dear old high school was closed for the annual Christmas vacation. Ruth Turner, Senior, who was to be graduated in the spring, was married to Robert Darby, a popular young farmer near the Cheyenne County Line, on December 23. They will make their home on the farm.

Virginia Taylor, junior, was married to Thomas Sharp, of Ruleton and they will make their home in ruleton. Vir-

ginia has been enrolled in this school throughout her three years and has been active in school affairs.

Ruth and Virginia will be missed from our School and the students of the High School wish them the very best of luck and happiness throughout their married life.

The Freshman class was entertained last Tuesday by the Senior class during advisory period. Ralph Qualls, Senior President, presented Nate Budding, who gave a welcome speech to the Frosh, followed by an acknowledgement speech by Max Alwinson, freshman president.

The Blue and White quartet composed of Kieth Jones, Ted Emerson, John Anderson, James Schultz rendered two numbers "Kindling wood" and "Down In Mobile."

A very clever and amusing skit was then offered by the seniors entitled, "Mother Earth And her Children."

The cast included: Mother Earth, Gertrude Stone; Pacif-ic-ia (peace) her daughter, Dollie Stockton; Militaria (war) another daughter, Eunice Jones; three suitors, Britanicus (British empire), Dave Smith; Americus (America) Harry White; Orientus (Japan,) Charles Waterson; Utopius (Utopia, the Ideal Land), Harold Rathbun.

Magdalene Brown entertained with a reading "Sis Hopkins and her bow".

The college of Emporia was well represented at a non-decision Debate Tournament held Saturday at the State Teachers College. The Teams debated the questions: "resolved, that the United States should agree to the cancellation of the allied war debts." Each team debated four times. Last Friday afternoon Walter Carson and Charles Hughes debated the same question with representatives from Briscoe. This debate also was non-decision.

Home Room 614 spent Monday, January 30, singing old songs. Their Song Leaders are Helen Johnson and Evelyn Black. The selections were: "School days," "Gray bonnet," "Let Me call You Sweetheart," and "My gal Sal."

Election of Officers was held for the second time this year in Home room 310. Those chosen are as follow, President John Gano; Vice-President, Katherine Russell; secretary, Joe Hadsell; reporter, Liberty Bell; Student Council representative, A.M. Kearns alternate, Lawrence Fisher; bankers, Gene Perry.

In a recent meeting of the Kansas State, a bill was proposed before the house in which this Bill stated that all Pedestrians walking on the Highways at night should carry a red lantern or a red light, as a Safety First measure.

Abbreviation

Abbreviate:

The following titles when they precede a surname used with a Christian name or with initials: Mr., Dr., Mrs., Prof., and military titles except chaplain.

Number, section, and article when followed by a number, as No. 10, Sec. 4; but do not abbreviate room, parlor, etc. Omit "No." whenever possible before numbers.

Class of 1931 to Class of '31 if you wish.

Names of states only when they follow names of cities.

Names of months that contain more than five letters, but only in dates or date lines: Sept. 24. It was in September.

Do Not Abbreviate:

Street, avenue, names of cities, district, or company.

First names, as William, Charles, George, etc.

Per cent, dollars, cents; 15 per cent, 25 cents.

To abbreviate or to shift from an abbreviation to the full form, inclose the matter in a circle or oval, which means to use the opposite style: Prof. Smith, Doctor J.E. Jones.

Exercises

Copyread the following exercises, being particularly careful to correct all errors in abbreviation.

In connection with her second year shorthand and office appliance classes, Miss Alta Summers recently had two speakers talk to her classes.

Jay Willard, a lawyer whose office is in the Brotherhood building, 785 Minn. avenue, spoke February 8 on the work of the stenographer concerning legal work. Mr Willard was graduated in '20 and was one of three students to receive highest honors.

Miss Florna Scott, who is a secretary in charge of the stenographic force of Alden and Cleave, lawyers in the Commercial National Bank bldg., 611 Minnesota ave., spoke Feb. 9 on the personnel of the office.

On January 20 the cadets were especially pleased to have as their guest Lt. Col. Chas. R. Cravens of the 161st Field Artillery, who was accompanied by his wife and a Sgt. instructor. Col. Cravens presented a saber to the battalion commander at the noon mess. In his formal remarks he complimented them on their proficiency and courtesy. Col. Cravens resides at Salina, and the Corps is here.

Geo. W. Shively, a staff member of the K.C. Star, and Walter Johns, junior, editor of the Eldorado College sentinel, Missouri, were speakers at a meeting of the K.C. Scholastic Press club Wed. evening at Ward H.S., Eighteenth St. and Tauroomee Ave.

After the speeches, the club divided into 4 round tables and held discussions of various phases of newspaper work. The boys' and girls' chorus of Ward H.S. gave two musical numbers.

The period of official mourning for the late ex-Pres. Coolidge ordered by President Hoover ended February 4. The Post flag was raised to full mast Feb. 5.

At a meeting of the Boards club Feb. 8, at the home of Marvin Jones, soph, Carl Williams, 1931, a soph in Jr. College, was re-elected president of the organization.

Other officers elected were: Vance Cosney, a Sr., vice-pres.; Miles Strong, a sr., stage mgr; Geo. Mears, a sr., sec'y-treas., and Wm. Carlson, assistant stage mgr.

Two boys, Baxter Brown jr. and Albert Ward, both juniors were voted into the club. Only twelve members are allowed in the club at the same time.

Figures

Use Figures For:

Numbers of 10 or over, except in the case of round numbers: a hundred books, 19 students.

Hours of the day: 9 o'clock.

Days of the month. Omit d., th., st.: May 29, not May 29th.

Ages: He was 8 years old; but four year old John, written without the hyphen.

All dimensions, prices, degrees of temperature, dates, scores, votes, per cents.

Street and room numbers.

Spell out numbers, no matter how large, when they begin sentences. Recast the sentence in preference to writing too large numbers out.

Circles around figures mean, spell out, and around words mean, use figures: 9 boys, one hundred three students.

Exercises

Correct the errors in style in the following stories.

Student Council Representatives and Alternates were elected Monday and Tuesday of this week. They met in 302 Wed. at ten o'clock where they learned of their duties and powers and were introduced.

The Sophomore representatives and alternates are as follows Home Room 105, rep. Erma Allen, altern. Mary Kean. Room 33, rep. Annan Wise, alter. Jean Clark; room 29, rep. Lucy Marks, alter. Clara Riser.

During the recent cold spell the Home Ec club has served chili for those who live too far to walk home at noon in such severe weather. The price was only ten cents a bowl with crackers and a dill pickle.

The sale reached its peak on Thursday when 75 bowls were sold. The other days fifty-one, sixty-two, and 62 bowls, respectively, were sold, making a total of two hundred sixty bowls sold for the four days.

Approximately fifteen dollars and fifty-one cents was made by the club. Its use will probably be determined at the next meeting.

If there are any more cold spells, the club may sell hot chocolate at ten cents a cup and sandwiches at five or 10 cents each, depending on size.

One hundred and ten persons are enrolled in the night school, which is conducted every evening from seven-thirty to nine o'clock for the working people. They may enroll in any class which will help them in their work, free of charge. All classes meet on Tuesday and Thursday, except the 2 sewing classes one of which meets on Monday and Friday, and the other on Tuesday and Thursday.

Boots -- tramping through the halls. Boots -- running up and down stairs. Boots -- beating time to the music in chapel. Boots -- stepping upon your feet and mind. Boots -- making a nuisance of themselves in general.

All kinds of boots were in evidence last week while the cold wave lasted. Riding boots, from six to 12 inches long, or perhaps even longer. Rubber boots, from one to three feet tall. Rubbers. Galoshes. Hiking boots.

The faculty wore them. The students wore them. It is interesting to note that out of one hundred and seventy three male students viewed the 3rd day of last week, only nineteen did not have on boots of some sort or another.

Out of 68 girl students seen, nine wore boots and the other fifty-nine had on galoshes. An overheard conversation revealed that the girls were glad to wear Christmas boots.

The Comma, Semicolon, and Colon

Use any standard guide for general punctuation. Certain forms frequently used in newspapers are given special consideration here.

Comma

Always place a comma before "and" in a series of words, phrases, or clauses: the red, white, and blue.

Omit the comma before name and numerals: Mary Smith '33.

Omit the comma between a man's name and Jr. or Sr.:

Harry Brown Jr.

Don't use a comma in 6 feet 3 inches tall or in 3 years 6 months old.

Two clauses of a sentence beginning with as, if, when, etc., should be separated by a comma: When in doubt, play trump. As he did not play, the game was lost.

Do not use a comma before beginning a parenthesis. Do not use a comma, colon, or semicolon before a closing parenthesis. If only the latter part of a sentence is in parenthesis, place the period outside.

Semicolon and Colon

Use semicolons to separate elements in a sentence that are necessarily broken up by commas: The captains chosen were: Jones, Reds; Houston, Blues: and Smith, Browns.

A quotation of some length, a speech, or an enumeration, when formally introduced, should be preceded by the colon.

Use a colon after as follows.

The colon and semicolon always follow closing quotation marks; the comma and period never should.

Exercises

Mark clearly, in the copy, any punctuation you wish to add or change. Carefully copyread the following exercises, giving special attention to punctuation, but correcting all other errors you find.

While the Debate and Extemporaneous Club yesterday spent its time discussing Governor Martin's address and the state legislature; the debate members continue to probe into the unemployment insurance question.

The official question, as stated on the Bulletin board in Room 212, reads, Resolved: That the several states should adopt compulsory unemployment insurance to which the employer should be required to contribute.

The debate squad has been taking part in debates on the question: Resolved. that at least $\frac{1}{2}$ of all state and local revenues be derived from sources other than tangible property.

The C.H.S. debate team has been chosen by Miss Ruth Scott, coach. Affirmative: Glenn Gare, Lou Meek, Lona Mann, and Ray Rust. Negative, Ray Swan, Mark Johnson and Grace Brown.

The question for debate this year is stated: "Resolved, at least one-half of all revenue for state and local purposes would be derived from sources other than tangible property." The Oral English Class has been working hard, and have all taken an important part in different types of debate.

In the G.A.A. program presented Jan. 16 in Allen Auditorium, many dances representing different nationalities were given.

Those who participated in the Irish dances were Marcia Dunn, Thelma Ash and Beth Lucas, Spanish dances; Beulah Fink and Wilma Simpson; the Russian dance Virginia Riser, and Martha Dewey, Dutch, June Kilmer, and Sue Conrad; American: Julia Burton, and Velma Kinsley.

The old fashioned square dance was presented by: Neva Harkness, Jean Rankin, Jane Camp, Lucia Ford, Beth Martin Dot Parker, Ann Ragland was the caller and Phyllis Fool the fiddler.

In the G.A.A. program presented last week were several numbers the Senior class desired to have repeated. The Latin club sponsored by Miss Katherine Hannen also furnished part of the program. Their part of the program was given in both Latin and English.

Rachel Allen in her talk on "The Uses of Latin" gave two reasons for studying the subject, it trains the mind to observe, reason, and remember, it also helps us to understand and appreciate our own language and literature. It also helps develop English vocabulary.

A play "in Gallia" was given to show the uses of Latin in foreign countries with Jessie Luke as Primus, Vivian Sand as Secundus and Nadine Lentz as Ancilla.

The Music Committee of the Girl Reserves: Estelle Seibert, Nadine Clark and Maxine Farley with the help of Lucy Knox, Muriel Manley and Thelma Engle presented a musical pageant "Girls of America" in the program. Lila Taylor was pianist and Leora Freeman who is chairman of the music committee was director.

Mary Nichols a senior gave a reading. Lora Field, a junior played a piano solo and Joe Murray's orchestra also furnished some music. This was the first of a series of assemblies planned by committees from various classes to be presented weekly.

Quotation Marks

Enclose in double quotation marks a verbatim quotation, except when it is set in a narrower type measure or a smaller type, or when the name of the speaker or Q. and A., with a dash, precedes: Hal King -- I have nothing to say. Q.-- What is your name? A. -- Peter.

Titles of books, songs, plays, etc., are placed within quotation marks. The author's name is not a part of the title, but the initial A of The is quoted.

Use quotation marks at the beginning of each paragraph of a continuous quotation of several paragraphs, but at the end of the last paragraph only.

Do not quote titles of books in a tabulated list or in copy made up largely of titles, as a course of study.

Do not quote names of newspapers and periodicals.

Do not quote names of characters in plays, stories, or novels.

Do not quote indirect quotations in which the quotation is given in third person: He said that he would go.

Remember, in reporting conversation, that the words of each speaker are in a separate paragraph.

If the quotation is introduced by "he said," a comma always follows "said": He said, "I shall go."

If the quoted sentence is followed by "he said," a comma is placed before the final quotation marks, and the period after "said" : "I shall go," he said.

If the quoted sentence is a question, a question mark is placed before the final quotation marks: "Is is right?" he asked.

If the entire sentence is a question, and the quoted sentence is a statement, the question mark is placed outside the quotation marks: Will you say, "He is gone"? Have you read "Tom Sawyer?" He said, "Have your read 'Tom Sawyer'?"

A direct quotation within a direct quotation is inclosed in single quotation marks: "And then," she said, "he cried, 'Do stay.'"

To supply quotation marks not in copy, place the marks in the proper place, and indicate whether they are beginning or end marks by an arc placed thus: "I read "Tom Sawyer."

Exercises

Correct any errors in punctuation in the following sentences, as well as errors of style you may observe in the stories.

Mrs. Beulah Grant city librarian, spoke to members of the senior class Monday. Mrs. Grants subject was Books.

"Books are like the windows in a tower, people who never read go groping about not seeing the outside world."
 "Books are the messengers of the day." Mrs. Grant contrasted the fiction of yesterday with the present day fiction. Some people will never read any thing that is not at least ten years old while to others a book published six months is old. There are some books such as Little Women by Louisa M. Alcott that have lived forever while others have but a very short life."

"We should read books that are uplifting; whose characters live and are a part of us. Mrs. Grant also stated that "biographies are becoming more popular." They are being written in a fascinating style and there is always to be found in them something that is an inspiration.

Loaded to the gunwales with a precious cargo of rare old manuscripts like Huzzey's history of the American people; with fine fabrics in the form of hats, hankies or hosiery; with pens, pencils etcetera ("Oh yes, lots of etceteras"), the good ship Lost and Found will 'sale' into Lincoln next Wednesday at 8:20 a.m. and depart at 3:10 p.m. Laura Buck, captain of the "Lost and Found" has posted rescue notices.

Apostrophe

Use an apostrophe to mark an omission: I've, can't, don't, it's.

Use the apostrophe to spell the possessive case of nouns but not of pronouns. The possessive pronoun, its, does not show an omission and so cannot have an apostrophe.

Use an apostrophe with the year of classes: class of '33.

Do not use an apostrophe in forming the plural of letters or figures: The triple Xs, not the X's; the early '90s, not '90's.

Use an inverted caret in copyreading to distinguish the apostrophe from a comma: √ / ∆

Exercises

Correct in the following exercises all errors in the use of the apostrophe, as well as other errors you find.

Misses Carolyn Brown, 33, Eva Holton, 34, and Ben Bailey, 34, are the winners of the Literary contest sponsored just before the holidays. Miss Peters judged the entries which were printed in the Lincoln News Christmas issue.

Carolyns story is entitled "Merry Christmas -- Wish You were here." Eva's story, "The Suns Shining," won honorable mention. "The Skating Lesson was the name of the prize winning poem, it was written by Ben, and honorable mention's were given to Della White and Bob Stone, '33. The prizes will be given to first prize winners' only, but special recognition will be given to those who'se stories and poems received honorable mention.

Every semester the students in Miss Burn's and Miss Dunn's History classes make scrapbooks. This semester Jack Larsons and Hilda Bostons notebooks were judged the best. Jack's printing was the main attraction of his notebooks and Mildas material was the most complete. They both received A's as well as David Carlson and Dale White who didnt have such complete books, but their's had more originality than the other's.

"Although there's been less money spent on the notebooks this year owing to the depressions raid on incomes, the students' didn't have a depression of originality, the teachers said.

The city librarians permission was granted to display the students best notebooks. All belong to seniors'.

Titles

Identify persons the first time they are mentioned.

The first time he is mentioned, use a man's full name or initials without prefixing "Mr." Thereafter identify him merely as Mr. Surname.

The title Reverend is always prefixed by "the" and abbreviated "the Rev." Write in first mention, the Rev. John T. Brown. Thereafter he is the Rev. Mr. Brown, or better, Mr. Brown. If he has the degree D.D., he would be first the Rev. Dr. John T. Brown, and thereafter Doctor Brown.

Write Dr. and Mrs. J.T. Smith, Mr. and Mrs. John Brown, not Mr. and Mrs. Dr. Smith, or Mr. John Brown and wife.

Always use the title Miss before an unmarried woman's name (except students) and Mrs. before a married woman's.

Eliminate unnecessary words in explaining who persons are. Make additional explanation above the line, indicating the addition with a caret and line which partially encloses the additions: ~~The speaker will be Ralph Allen, and he will~~
 (in assembly) talk on "Why Worry?" ~~He is~~ editor of "The Times."

Exercises

Edit the following copy. Check names carefully. If a name has an unusual spelling mark o.k. above the word. Condense copy as much as possible. If necessary information is not included, either fill in what you need, or list the questions you would have to ask to secure the necessary information.

One hundred seventy-six thousand pounds of coal have been consumed this semester in the furnaces of the high school building. This would be about five hundred eighty six pounds to the student.

"Dad" Rogers says that although the days have been warm this winter the nights have been so cold that the building gets cooled off enough that it takes a lot of coal to get the steam pipes hot.

Mr. Morgan received a letter December 22 from Alice Hardy, class of 1929. She expressed a wish to attend the alumni program, given here December 23. Her name is now Mrs. George. She announced to Mr. Morgan the arrival of a baby girl whose name is Marion, wished the students and faculty of Strong High a Merry Christmas.

Starting the new semester January thirtieth, all students will be reinstated with one hundred merits. The second semester has much instore for us. The first attraction will be a lecture by J.S.Helm, to be given Thursday February second. Mr. and Mrs. Dr. Helm formerly lived in Platte. They are now located in Colorado.

Thursday the sixteenth the M-Y and C.R. will produce a "College Night." This affair will be held in the auditorium at night. A special speaker on the program that evening will be two ministers from Colson College, Rev. Jones and Rev. Parsons. Mr. Jones and wife have charge of the student work at Colson.

On Saturday The Rally, sponsored by the Orange Show will be held in Platte. Alice Young and Ruth Heaton, who have assisted in several past Rallies and who teach English in the high school, will be in charge.

The Engineers club at Colson will hold an open house for all senior boys on Friday Jan 24.

The P.Y.A.s "gypsy fair" will also be held Friday the twenty-fourth, in the school gym. On Wednesday March third the Operetta "Fire Prince" will be presented in the High School Auditorium. Mrs. Dr. Beck will be in charge of the Fair. She is president of the P.Y.A. Prof. Hunter states that the operetta will be unusual.

Spelling

Accurate, careful reporters do not misspell words in their stories, but frequently reporters are hurried, and mistakes in spelling occur. The copyreader, with no one to correct his errors, must be accurate. A good, standard dictionary must be at hand, and used.

Special attention should be given to the following, a few of which are exceptions to the rule (22).

adviser	any one
airplane	chaperon
baritone	coed
blond	cooperate
broadcast (not broadcnsted)	every one
buses	good-by
caliber	it's (it is)
cigarette	kidnapped
inclose	newspapermen
led (past tense of lead)	pajamas
per cent	picnicking
quartet	proved (not proven)
theater	room-mate
until (not till)	whisky

The prefix co takes the hyphen where the meaning requires it: co-respondent, but not co-operate.

Use a compound adjective when it describes the quantity or quality of the object named: 20-yard pass, an auburn-haired beauty, but a pass of 20 yards, a beauty with auburn hair.

Do not compound adverbs ending in "ly": a neatly trimmed hat.

Fractions use a hyphen: One-half, two-thirds, but a half mile.

Use hyphen in compound expressions used as nouns: away-from-home, get-together, all-round.

The following are two words: all right, some one, any one, red man.

Make one word of the following:

baseball	downtown	schoolhouse
basketball	everybody	wrongdoing
bedroom	football	workout
cannot	copyread	lineup

Words in the following list should be compounded with a hyphen when used as nouns, but they are two words when one element is a verb and the other an adverb: They had a breakdown. He thought the man might break down.

break-up, break up	clean-up, clean up
cast-off, cast off	clear-up, clear up
cave-in, cave in	cut-off, (road)
jump-off, jump off	cut off, (engine)
kick-off, kick off	cut off, (He was cut off in will.)
walk-over, walk over	take-off, take off
flare-up, flare up	put-out, put out
frame-up, frame up	strike-out, strike out
round-up, round up	

Exceptions: Knockout, layout, lockout, tryout, turnout, workout, and setback, used as nouns, take no hyphen.

When two or more nouns are used together as a compound or as a phrase, the last noun takes the sign of the possessive: Smith, Brown, and Hunt's factory. Tom, the blacksmith's shop. Edward VII's reign. (27)

If two or more nouns are used together and the idea of separate ownership is intended, the possessive form of each is used: Men's and women's coats. (27)

Exercises

Underline the words that are spelled correctly in the following lists.

committee
transferred
accommodate
alright
devellop
embarass
abscence
chandeileir
intrest
shineing
reccomend

benefited
separated
acknowledgement
athelete
contributer
privilege
siege
conscientious
arguement
dependence
preceed

occurrence
sieze
attendance
receive
dissappear
soiree
indispensible
advisor
necessary
description
proceed

Write the following sentences from dictation.

The successor of the proprietor has already become a favorite.

She sympathized with our efforts although she criticized the results.

We are indebted to him for a pamphlet that has already done something to remove the prejudice felt by many who condemned his extravagance.

He guaranteed that the agreeable features of the plan would recommend themselves to us.

Grammar

Newspaper writers must write with clarity and simplicity. Idiomatic writing of a local nature or dialect (except in sports writing or in certain special features) is not acceptable, nor is hackneyed English. The copyreader must have a large vocabulary of short words, verbs particularly, which express his meaning effectively.

Included among the errors in grammar most frequently made by high school students in their school newspaper writing, are those covered by the following rules:

Number Form of Verb. Two or more subjects connected by and require a plural verb.

A subject preceded by each, every, or no is singular and requires a singular verb: Every parent, teacher, and pupil was given a copy.

Two singular nouns connected by either . . . or, or neither . . . nor require a singular verb: Either the pin or the monogram is suitable.

None is is used more at the present time than none are. (35)

False Agreement. Care should be used to make the verb agree with the real subject rather than the object of the

preposition. Wrong: A list of books were posted. Right: A list of books was posted.

Do not make the verb agree with a noun in a parenthetical expression next to which it stands, rather than the real subject: Wrong--The coach, with his assistants, were on the field. Right--The coach with his assistants, was on the field.

Split Infinitive. A split infinitive is one that is separated by the insertion of an adverbial modifier. Wrong: A committee will be appointed to thoroughly investigate it. Right: A committee will be appointed to investigate it thoroughly.

Possessive Case Before Gerund. The possessive case, rather than the objective, should be used before the gerund. Wrong: There was no thought of him running the half-mile. Right: There was no thought of his running the half-mile.

The Dangling Participle. The introductory participial phrase must modify the subject, not be left "dangling." Wrong: Coming into the schoolroom, a small purse was found. Right: Coming into the schoolroom, we found a small purse.

Confusion of Adjectives and Adverbs. Adverbs are to be used when manner is implied. Adjectives are to be used when appearance, state, or condition is implied. Wrong:

The child looked palcy. Right: The child looked pale.

Seem or is are equivalent to look.

Double Negatives. Care should be used to avoid the effect of a double negative by the use of a negative with a word that has a negative meaning, as, There wasn't scarcely enough ice cream, or, The class couldn't hardly wait.

Like and As. Like is a preposition and should not be used to introduce a clause. Wrong: He did like he said he would. Right: He did as he said he would.

Exercises

Edit the stories that follow, correcting all errors in grammar.

On Wednesday, February the 22, which is George Washington's birthday, we will entertain be by the one and only Evans Brown.

His program is a one man affair with a very mystifying and entertaining hour and a half. Mr. Brown is a magician of high rank as his repertoire includes such numbers as "D Trovatore Selection", by Vendi and other beautiful classical numbers which shall be alternated with syncopated popular numbers.

His magical demonstrations include many original tricks besides many unusual features from the start to the finish.

You may be assured you shall not be bored one single

Miss Effie Hackney's second-year sewing classes are starting a unit course in home living. Each girl chooses the size of family for which they wish to plan. Each one plans the furnishings for a house, giving special attention to furniture and arrangement of it. Interior decorating is being studied. A budget is carefully planned and worked out for each home.

The girls choose magazines to thoughtfully suit the family needs for its entertainment.

The problems of family relationship, community work, and landscape gardening and planting are being discussed and worked out. A list of books on the subjects have been posted by the teacher, who with her students, are very much interested in the problems.

"Both the parents and each student is to gain knowledge" Miss Hackney said. "There is no doubt of the girls being interested. Coming to school today, several mothers told me their daughters couldn't hardly wait to practice their new knowledge."

The candy stand you have been seeing and patronizing in the halls is made possible by the Girl Reserves. The money taken in goes to help balance the budget which is necessary and helps to pay partly for sending girls to Estes Park.

HEADLINES

Headlines serve the double purpose of advertising the news and of giving a new bulletin to aid the busy reader who only scans the news. A label does neither, for it merely identifies the news. Significant, interesting facts are placed in the head, which should give the tone of the story.

Because of the restrictions of space and form, headlines are difficult for inexperienced students to write. The entire story must be told in as few as from ten to twenty words.

In many high schools the beginning class must publish its first issue within two weeks after the members enroll in the course, so headline teaching is rather superficial. The information is scattered, and practice material is not available. A few students eventually become relatively efficient head writers, and others remain careless.

"Just as in copyreading," writes Professor Hyde, (21) "the staff must be given special training in headline writing. Here are a few suggestions:

"Obtain some of the books listed in the Bibliographical Appendix and require copy editors to make a more detailed study.

"Give the copy editors drill by having them all work on the same story at once. Make duplicate copies of a story and practice with various headline models seen in newspapers."

To make the study of headline writing less difficult, important rules of headline writing have been collected in this work, and practice material suitable for high school students is supplied.

Helpful headline writing suggestions follow:

Four news headlines and two feature headlines are enough for any high school paper. More is a waste of space in a school paper where space is at a premium.

Heads fall into four classes: Drop lines, in which there is a step down from one line to the next.

Five Seniors May
Enter Scholarship
Contest in State

Cross lines, single lines across the column.

Prizes Are Awarded Differently

Inverted pyramids, the point of the pyramid at the bottom.

Students Must Plan to Attend
School at Emporia to
Get a Prize

Hanging indentions, in which the first line is full column width, and the others are indented one em or more.

Local Doctors Administer Pre-
ventive for Diphtheria to
All School^s.

Drop lines and cross lines are display heads; the others are secondary.

Capital and lower case heads are generally recommended because they are more readable.

Heads must count properly. From the head schedule, one may find how many units (letters, spaces, and punctuation marks) he can get into a line.

Normal letters are counted as one unit. Letters m and w are slightly wider than normal, so they count one and a half units. Lower case i and both capital and lower case I count but a half unit, as do the period, comma, exclamation point, and apostrophe. Double quotes, seldom used in a display line, the question mark, and the dollar sign count a full unit. After a punctuation mark, count a half unit for the space instead of the usual full unit.

After you know how many units will go into a line, the maximum and minimum number for each style may be determined.

Heads should be written as they are to appear when set up. Separate the decks of each head. Diagramming the headline by drawing lines to emphasize its structure will aid the compositor who is thus better able to visualize the head. For the practice material, it is wise to write the total number of units in each line in the margin.

H.S. Debaters Win
First Place in the
District Tourney

16
16 1/2
15

Locals Get Decision of Five Out
of Six Debates, Lose one
To Stafford

22 1/2
29 1/2
11

Determines State Entry in Contest

Hutchinson Gains Cup, Having
Won Meet for Three Consec-
utive Times.

4-5 words
4
2-3

After receiving the copy, the head writer reads the lead of the article and briefly scans the remainder looking for the important facts. At first, it may be easier to write on scratch paper key words and phrases. Then write the head called for, labelling it either according to number as No. 3 news, or according to size, as 14 pt. cap. and l.o.

If the head is to be on a separate sheet from the story, see that both the copy and the head have a guide line for identification. The first two or three words of the head constitute a satisfactory guide line.

Break full column articles with at least two subheads. Never use just one subhead.

General rules for the writing of heads include:

The Use of Verbs. Each deck should include a verb. In or on are sometimes used as verbs, but they are weak.

Is, are, was, should be omitted whenever possible.

Care should be taken to avoid the use of the unintentional imperative, as "Rob School Safe." Change to passive voice, "School Safe Robbed."

Use the active voice whenever possible.

Place the verb in the first line if possible.

If the head begins with a verb, the subject of the verb should be the first word in the second deck.

Avoid past tense in a head. Use the historical present.

An infinitive makes a good beginning but should not be overworked. It is used for future events.

A noun with an infinitive, as "Plane to Fly", is also good.

Verb in the second deck must be in the same tense as that in the first.

Avoid negative news: Contest Tryouts Not to be March 1.

Past participle takes place of complete verb in first key line: Pictures Taken for Yearbook.

Words. Do not use one word lines in heads.

No principal word is repeated in the second deck

Never use "Mr."

Use short words in the head.

No idea is repeated through the use of synonyms.

Never divide a word at the end of a line in a display deck.

Figures may be used in a head where they would be forbidden in the body.

Punctuation. Dashes are used in the banks to separate ideas that are not closely related.

A comma indicates the omission of and.

Use the semicolon in display decks to separate two independent clauses.

Use single quotation marks in place of double to save space.

Use the period for abbreviations only.

The comma followed by "says some one," permits an opinion to feature in the head.

Initials of one's own school and well known organizations may be used in addition to abbreviations permitted in the style book.

Never abbreviate in headlines words that are abbreviated only when used with other words, as a state when the city is not given, or a month without the date.

Capitalize all words except articles, conjunctions, and prepositions of less than five letters.

Division of words in lines of head. Never end a line with a preposition or a conjunction.

Do not divide infinitives.

Never divide a word at the end of a line in display decks. Each deck should be a complete idea.

Exercises

Correct the faults in the following headlines.

Count the possible number of units and use the same style head, or one directed by the instructor. The lead is given in each case. Do not go beyond the information given in head or lead.

Has Monthly Meeting

----- Latin Club Enjoys Program In H. S. Auditorium -----

The Latin Club, supervised by Miss Williamson, held its monthly meeting in the H.S. auditorium on Tuesday evening, January 24. The meeting was called to order by Jack Richardson, president, and the students answered the roll call. . .

"Best Yet" Annual Drive Starts Wed. -----

Uniqueness and quality will be affected in the 1933 yearbook. Both class and club pictures will be laid out in a radically new form. The sport section will be larger than last year's and there will be the added feature of full-page drawings throughout the book.

The drive, which begins March 1, will continue until March 10, the price being one dollar, an investment paying lifetime dividends in recalled faces and incidents of school-life.

Agr. Department
Again Sell Cattle

--

Boys Made Double the Amount of
Money Obtained
Last Year

--

On October 29, 1932, six boys from the Vocational Agriculture class selected 33 calves from the Brown herd. The heifers had been shipped to Abilene from Texas and were gate cut. The boys that did the selecting were . . . Each week the different boys fed the cattle. There are 13 in the class and for 17 weeks they have been feeding and taking , , ,

Entertain Frosh
Girls at Party

--

Betty Nolan in Charge of Semi-
Annual Affair. Lorna Borman
Chosen Treasurer

--

The Girls' Athletic association will entertain freshman girls at their semi-annual party in the gym Monday after school. Betty Nolan '35 is in charge of arrangements for the event, while about nine members of O.U. W.A.A. will direct a series of games similar to a playday. . . . compose the refreshment committee headed by Ellen Funder. . .

Student Council
Annual Banquet

--

Theme Carried out in Timely
Issue of Spring; Clever
Toast by Members

--

The annual Student Council banquet was held at the Tea Room Tuesday, March 21. The theme of the evening, carried out is table decorations and program was "Spring." Howard Myers, president of the Council, served as toastmaster, and introduced Principal C. Evans who will not be here next year.

Valentine Party Given

--

Home Economics Club Enjoy Meeting of January 31

--

A Home Economics Club meeting in the form of a valentine party was given January 31. The program was in Charge of Ruth Keen. Alice Blake read "My Creed," and this was followed by a violin solo by Lula Gruver. . .

Exchange Chapel

--

High School Orchestra Presents Program in U.M.S.

--

An exchange chapel was presented at the Union High School by the Conrad High school orchestra, directed by Mr. George Harold, last Tuesday. The program consisted of . . .

Elect Sponsor
Capt's and Lt's.

--

Sponsor Major to be Chosen
By Senior Girls
Monday

--

Presented At Assembly

--

An election held by the P.O.T.C. Tuesday to determine who will be the sponsors resulted in the election of the following: Lena Kane, Francis Marks, and Lois Jennings. . .

Dance in Gym
Sat., Jan. 21, for
Welfare Fund

--

Final arrangements for a dance to be given in the gymnasium Saturday, Jan. 21, at 8:30 o'clock, were made at the regular Parent Teacher Association meeting held in the auditorium Jan. 12. The president of the association, Mrs. D.H. Wilson, presided while the dance was planned, the proceeds of which will go to the fund for the underprivileged children of Technical High School. . .

Sports Next
To Report on
Year's Budget

--

Largest of Accounts Com-
piled by Nelsen; Small
Loss Each Year

--

Series of Articles

--

The athletic department, whose financial statement is being published this week by the Register as the second of a series of articles, appears as the largest account on the school records compiled by John Andrews. The department operates at a comparatively small loss each year . . .

Thirty Girls and Thirteen
Boys are Listed

--

Forty Win Honors for Third Six
Weeks. Seniors Stand First
In Scholarship.

--

Forty-three students -- 30 girls and 13 boys -- are listed on the first semester honor roll; and 40 students -- 29 girls and 11 boys -- are on the third six-weeks' roll. The number on both lists represents about 8 per cent of the enrollment of the high school. The seniors lead on both lists with 16 and 15 respectively. The juniors and sophomores tie for second. . .

Amateur Night

--

The Granada theater is sponsoring a series of "Amateur Nights," on February 3, 10, 17, and 24. Prizes will be offered for the best acts presented by home talent. . .

Color Experiments

--

Experiments regarding complementary colors were conducted in C.E. Smith's physiology classes last week. Students tested themselves as to their ability to tell the complementary color of an original color. . . .

Write a two-line drop, a three-line pyramid, a cross-line, and a second three-line pyramid based on the following leads. Use the unit count in your local paper.

A call for young orators and debaters to engage in an intra-mural debate contest to discover new talent in Topeka high was sent out last week by J. Edmond Mayer. The main purpose of the debate is to increase interest in forensic work. These intra-mural contests are to be held in about six weeks during activity periods extending over three or four weeks. Senior debate squad members are excluded from competition, but they are to be judges.

Music, a reading and athletic prowess exhibits made up the program of the sophomore class assembly last Wednesday during home room period. Miss Lulu McCasles, sophomore class sponsor, and Marjorie Simmons and Homer Wilson planned the program.

An unusual performance for a class assembly was a boxing act, which was supervised by Walter Roy, swimming instructor. Festus Chaffee, Russell Parish, George Santa, and Harold Schleicker took part.

"Students have done well in keeping up the payments on their activity tickets," Arthur Peterson, school treasurer, said Monday. "There are approximately 1500 who are paid up, and nearly 75 more who, I think, will probably be paid up before the end of the next six weeks' period."

New folders will be issued next week to students who have twelve stamps on the old folders and who buy at least one stamp on the new one. This is the last folder to be issued this year. There are only six more weeks to buy stamps and the activity tickets will be completed.

"Kincaid Planos are the heart of the home!"

About this motto, of the firm of Kincaid and Sons, centers the excitement in the coming Masque and Wig production, "To the Ladies." With Bill Brownles as Leonard Beebe, and Joe Lovewell as Mr. Kincaid, his employer, this sparkling comedy by Kauffman and Connolly promises, at this early date, to be a huge success.

Write three different styles of head for each of the following news stories or leads, each to show a different degree of importance.

International night, a colorful, musical program new to Wyandotte, will be presented next Friday night in the high school auditorium by the language classes of Wyandotte and Junior college.

A play, "World Court," will be given by the Junior College students under the direction of Miss Lucy T. Doherty, dramatics instructor. This presentation represents a regular meeting of the court in Geneva, Switzerland. Fifteen judges and officials of the court, and visitors and representatives from eight nations will be in attendance.

There will be also two symbolic characters, "Moral Opinion of the World" and the "Spirit of the Unknown Soldier." Three cases will be tried, one imaginary and two actual ones taken from the records of the court.

A double cast was chosen Wednesday, Feb. 15, for "Ask the Professor," an operetta to be given by the music department Friday night, March 24.

The double cast will be used so that each player will have an understudy. The better of the two will be chosen to take the part for that night.

The leading girl's role has been assigned to Violet Gordon and Esther McConnell as Maryida O'Neil, a laundress' daughter and the leading boy's part to Ray Hageman and Earl Nicoli as John Ainsworthy, a wealthy college senior.

Dr. Fred Morrow Fling of the history department of the University of Nebraska will give a series of lectures on world history beginning Wednesday, March 1, at 4 p.m. in the Central High auditorium.

The series will consist of six lectures given every Wednesday afternoon at 4 o'clock for six successive weeks. The price of admission is \$1 for the series or 25 cents for single admissions.

Headline the copy in each of the exercises beginning with page 17. Write guidelines on each story to identify the head. Use headline sizes and styles as directed by the instructor.

Write a two-line feature head of 16 units for each feature story in the preceding exercises. Write heads as directed by the instructor for the following stories.

Well, at last we know that Friday the thirteenth is really unlucky! Abraham Kandy '36, while going to the library, second hour on January 13 slipped and fell on the second floor landing west side. A quick survey showed the only apparent damage was to his notebook. He went to the library, but when he went to sign the library slip, his arm absolutely refused to move. at the nurse's office it was discovered that his arm was broken.

Abraham has exactly thirteen letters in his name. He lives at 313 Adams Avenue. Yes, these numbers total thirteen also. He has yet another year to go before he is thirteen years of age.

Well, maybe there is something to the old superstitions about the number thirteen, breaking mirrors, walking under ladders, and having black cats cross your path.

Scene: In the Lunchroom

Time: Before or after school

Characters: Those noble athletes who indulge in the arduous and fatiguing game of Ping Pong.

Act One

"Excelsior, in the eye," yell the first row of on-lookers, as a tiny tot just over from Hamilton misdirects his shot at Gay Black, the all-star. Like an echo reverberating from canyon walls the second row takes up the cry. Just then Mrs. Harris comes dashing forth from the kitchen and asks, "Who said there's excelsior in the pie? I'll make him eat those words." Time out is called in order to explain to her that the word was just a means of expressing delight, and that she had misunderstood. After these difficulties have been overcome, the game was resumed.

This shows that Ping-Pong is becoming the school craze. One may be assured that when such MEN as Hank Pay, PeeWee Fugaley and others take it up, it will be more vicious than putting jig-saw puzzles together.

Although the tournament hasn't started, the pre-contest series are on. All interested are asked to sign on the paper at either table, then play in the order named appear on the sheet.

"I cannot tell a lie," exclaimed a conscientious student sheepishly as we pried this tale from him.

"I arose at 7:45 by the high school's ding-dong, Wednesday morning, February 22. After repeated calls to hurry from the so often prompting parents, I climbed out of the hay, sprinkled myself with soap and water, jumped into my shoes, socks, and pants.

"With a grab at my books, coat, and hat, I was off on a trot down Tenth street on my way to the old Alma Mammy.

Block after block I clipped off, and finally approached the great institution of learning. Not a student was in sight, and it was 8:10. It looked as if Old Man Depression had even hit the high school. What the come-off?

"At last my head began to clear and I realized my sad mistake. A hey nonny nonny and a hot chocolate." I exclaimed, doing a hand spring on the sidewalk. George Washington wasn't such a bad guy, after all."

And so home to bed. Was you dere, Charley?

PERSONALS

The simplest type of news story and frequently the most poorly written -- is the personal item. Personals, short one or two sentence items reporting activities of local people, are usually published in columns in school or community papers.

If the items include interesting details, the personal column in the school paper will be valuable, for newspaper readers always like to see their names and those of their friends printed in a favorable light.

Carl Miller (23) states that by recording activities of individuals, the newspaper spurs pupils to further effort in the direction of community or school betterment. He also suggests that advance stories be published and personal recognition be given after the event takes place.

Students, in their desire to print many names, often write items with no news value. Unless all of the facts are found and included, the item should be omitted. The entire school knows that Sally Smith was absent from school, so several reporters immediately write, "Sally Smith was absent from school Wednesday afternoon." Perhaps the information that she is a senior is added, but the reporter then feels that his duty is done. Sally's mother, president of the Parent Teachers' association, may be critically ill,

or Sally may have been injured in a fall. Include all of the information obtainable.

High school students frequently are asked to write school notes for the daily, or a community column for the weekly. C.L. Allen (1) writes, "Personal visits, parties and entertainments, club meetings, and other local happenings are recorded. These items talk about men and women. Names are symbols that represent an individual to the reader, and no other part of the paper offers the opportunity of using these names to a better advantage."

Francis E. Charles (9) advises, "Names need only to be associated with an event, a manifestation of action, on which to hang them in an interesting or important manner. The event or action -- be it a motor trip, sale, wedding, birth, death, accident, illness, or receipt of an important letter -- is the news peg on which names may be hung. The best news is that which holds the greatest interest for the greatest number of people.

"The best local writers enlarge their items to fifty or sixty words by adding an interesting idea that is valuable but not essential to the real news of the item. Expanded items include illuminating facts that will help readers to recall individuals. It is important to state the important "news" at once, adding minor details afterward."

Exercises

In the items which follow, kill those which seem of no importance, improve those in which the facts were poorly arranged, and write at the side questions the reporter should have asked for interesting items which are incomplete.

Among the students who are moving to other cities and transferring to other schools are Miss Connie Day, senior class officer and one of the most popular pupils in the school, and Miss Ruth Donnell, junior, who has also gained a large gathering of friends in this institution through her pleasing personality.

J.T. Gooch, father of Richard, Tom, and George Gooch, died Friday morning, January 4. His funeral was held Sunday afternoon, January 6.

Will Moore is substituting for Mrs. Johnson who is out sick.

One day last week Miss Barnes had the misfortune to cut her hand on a glass jar while watering the flowers in her class room. She went to the doctor and had a piece of glass removed from her hand.

A group of high school students was excused Tuesday morning to attend the wedding of Gregory Wallace. He was a former student of the Kingman high school.

Miss Millie Black substituted for Mr. Porney Thursday morning, March 2.

The physics class are studying currents in electricity.

John Nash, Charles Yearout and Bill Lovell spent Saturday morning using bottles and tin cans for targets and Sunday afternoon shooting rats at the city dump. A few boys do lack for entertainment.

Mary Bantleon, a freshman, visited her garndparents this weekend.

Martha Miller entertained Catherine Evans at dinner Sunday.

Lee Wilson was in Kansas City Saturday.

Margaret Wolff, a Senior, was absent last Thursday and Friday because of illness.

Jennie Bennett, sophomore, spent Sunday in the country with Lois Jones.

Maurice Mowl, Senior, was absent Friday.

Gene Reese, a former Emporia high student, is now attending the University of California.

Mr. Green's hour I Industrial Geography class are studying railroads.

Mr. Williams Chemistry I classes are finding ways to make hydrogen.

George Taylor, a Senior, was absent Monday morning.

Luvold Gray, Sophomore, had visitors from Topeka Sunday.

Mr. Williams' Agriculture class is studying gardens and landscaping.

We notice that Lindell Price has a pair of riding boots and it makes him look like a hero.

Margaret Coe was absent Wednesday, Thursday and Friday mornings.

Miss Rice gave her fourth hour Constitution class a test Friday.

Hazel Resch and May West attended the game at Manhattan Friday night.

Nora Burns is able back to be in school again.

LEADS

News writing is simple if the writer remembers a few very rudimentary directions. The beginning, or "lead," tells the best part of the story first, answering any of the five w's -- who, what, why, when, where, and occasionally how -- that the readers are interested in.

Reporters often do not organize facts in order of their importance, and as a result the lead is either buried in the body of the story while some unimportant detail is played up in the beginning, or too many details are included in the beginning with the true lead.

The copyreader must rewrite or improve faulty leads. Suggestions for the improvement of leads follow:

Do not include too much in the lead. Let details follow. (19)

Play up, in the lead, the feature of the story.

Seek emphatic, forceful words to start the lead. A and the are generally weak in the beginning. Numerals are rarely a good beginning.

Rewrite awkward leads.

Don't exaggerate.

Watch long sentences.

Avoid choppy, disconnected sentences.

Cultivate directness.

Full, reliable data must be given, but no comments.

Elimination of most adjectives is a practical safeguard against including opinions.

Avoid hackneyed words and phrases.

A straightforward or direct lead is often best. Simple, if offers few chances for mistake. (26)

The lead should be clear and vivid. (34)

Use the active voice in preference to the passive. In place of saying, "Announcement was made by X today in council that relief work would continue," say, "Relief work will continue, X announced today."

Introductory statements which retard the real news, such as "Word was received today that . . .," or "He had an unusual experience today, " should be deleted.

Make separate items of unrelated facts.

Exercises

The following leads are faulty. Simplify the structure, and reconstruct it so the striking feature is lifted into place. Do not sacrifice accuracy for liveliness, nor include imaginative details. Write heads as directed by the instructor.

The Girl Reserves Dad-Daughter banquet will be held Thursday night at 6:30 Plans have been changed and the banquet will be served in the club rooms instead of at the Presbyterian church.

An interesting program has been planned to entertain the girls and their fathers. Mae Bryan will welcome the fathers, and the Rev. Roy Mason will respond. Ima Young will give a reading. A pantomime will be presented by a group of girls, and their will be group singing.

The junior English classes taught by Miss E. Hamlin will make literary scrapbooks as projects for this six weeks. The notebooks will contain newspaper clippings on the lives and works of modern writers. If the pupil wishes he may write reviews over the books and articles of the author he is featuring.

The books may contain prose or poetry, or it may be a combination. The choice of the author is left entirely up to the student, whether he wishes to study early or modern writers. The covers are to be worked up in keeping with the theme of the book and must be designed and made by him.

Wednesday, Jan. 11, the Domeston club held a meeting to elect officers to fill the vacant offices.

Marjorie Vail was elected new Song leader; Phyllis Mann, Club historian; and Ronna Kelly, club reporter.

After a short business meeting the newly elected song leader lead the club in a few songs, then meeting adjourned.

Once again work on the annual music contest has started. The Northern League contest, to be held in Barton, will take place in April. The local contest which is the eliminating contest will be held in March.

"We're going to win this year. We have more entries and that is what we needed before," said Mr. Ford, director of music, in discussing the contest. Those who are entered are. . . .

Work on the school circus to be given this spring has been started in the girls physical education classes.

Aided by suggestions from the girls in advanced gym, Miss Anna Luce is planning to introduce for the first time a rope jumping performance. For this act a group will be dressed to carry out the "school days" idea.

Other circus stunts are being worked on by the physical education departments of both junior and senior high.

The following leads contain badly asserted facts.

The lead is lost. Trace the thought. Avoid dangling phrases.

Don Larson, president, called to order the senior class meeting in the auditorium Wednesday, January the nineteenth. A report was given on this year's annual and a plea was made for the collection of senior dues.

Howard Allen, editor of the annual, reported that the staff has been working diligently on the yearbook but that if they are not supplied with more funds there is danger that the book will not be published this year. The expenses have been cut wherever possible. The announcement was also made that, if published, only five hundred fifty annuals are to be sold; those wishing to buy annuals should do so at the earliest possible date.

Profit made on the Senior Play, was announced to be over one hundred dollars. Dues collected amount to twenty-four dollars. A plea was voiced by Don to pay as much of the senior dues as possible.

Several junior members have been busy practicing the junior play, "Oh, Kay!" which will be given at the auditorium soon.

Great consideration was used in choosing the cast and it is evident that the characters chosen are worthy of their respective roles.

The play, a three act comedy, is interluded with mystery and thrills. Plenty of strange things are happening before your eyes. Kay Mills, the girl detective, has much to do with the entire plot. The cast includes the following students:

M Miss Paulsons geometry classes have worked out some projects that have proved interesting to all about school. The pupils have spent several weeks in working them out, and they show some fine work as far as geometry is concerned.

She said that perhaps the most interesting poster was the drawing by Iris Seeley of Westminster Abbey in London. It shows the use of geometry in the construction of the Abbey

The following leads contain many faults -- wordiness, lack of proper emphasis in the lead, vagueness of phrasing, editorial opinions which color news, and over-emphasis of trivial details.

Eugene Carlson was recently elected president of the Eagle Scout club which met last Wednesday evening.

This was organized by Dr. R.A. Smith prominent worker. However, Sam Carroll is the present adviser.

Any boy over 15 who is an Eagle Scout is eligible for membership. At the present time approximately 30 boys have joined.

At the next meeting of the organization plans will be made for drawing up the constitution. The first and third Thursdays have been proposed for regular meeting days. Other officers elected were vice president, Lyle Young, secretary-treasurer, Hal Little, and reporter, Ray Smith.

The G.A.A. has been doing many things lately. They have provided entertainment for several different clubs of Emporia. This week several different groups have gotten up dances and the like.

Tuesday night a program was given at the Lyons club. Louise Jones acted as master of ceremonies and did an extremely good job. She had just returned from her trip around the world, and on her way back she invited the different countries to come back with her and perform for the club.

On her trip the first town she stopped at was Olpe. Here she found a famous troupe of entertainers stranded. . .

Again this year, South High is privileged to hold the district oratorical contest here at the high school. Mr. Ames has been working for some time on this, and has finally succeeded in getting the contest for South High. Last year the contest was held here and won by North entry.

"Make it plain" should be the first aim of the news writer. Clearness is often defeated by long, incoherent sentences, unnecessary words, lack of emphasis in arrangement of words, and by carelessly ungrammatical diction. Criticize and correct the following stories.

A description of the State Institute for the Feeble Minded was given by John Marshall at the Hi-Y, Monday night, this meeting being the first since the Christmas vacation. There will not be a meeting next Monday night because of the Hi-Y financial campaign workers meeting on that day.

John visited this Institution for the feeble minded with one of Mr. Harman's Sociology classes. To quote John, "The first thing that caught our attention was the absolute spotlessness of the place without the odor of a disinfectant which is usually found in such buildings. They use nothing but soap and water yet the floors are as polished as wax."

A second lyceum number will be given for Inman high school students on March 14, this program will be finished by the Tyrolean Yodlers, a company of five, under the supervision of the University extension bureau.

The program will consist of American, Swiss, Tyrolean and Bavarian yodel songs, Swiss folk dance, vocal and mandolin numbers.

An honorary music club is to be formed soon. The requirements are such that membership will be limited to the three upper classes. Some of the requirements are, to be accomplished in two arts, be able to sing a solo, be able to sing part songs, belong to one other organization, know several composers and operas, and have a B average.

Having met all these requirements, the teacher says one must pass an examination on music theory with a grade of ninety or above. To retain membership one must keep up with the club in learning new things, and must pass tests which will be given. Miss Wall is forming the club and will be the sponsor.

The boys in Mr. Lane's sophomore cabinet making class are all finishing their projects because at the end of the second quarter they will be shifted to the machine shop and the sophs in the machine shop will be shifted to cabinet making. There are many finished projects on the shelves in Mr. Lane's shop and they all show the ability of makers.

The student secretaries are having the experiences of working for new "bosses." They were "promoted" by Miss Key of the commercial department at the beginning of the second semester. The service is greatly appreciated.

EDITORIALIZING NEWS

High school students find it extremely difficult to keep from editorializing in their stories. It is difficult for the copyreader to rewrite or delete all of the stories which contain attempts to influence public opinion, to praise or blame a person, or to take sides in a controversy.

The news story should be told by an impartial observer who does not allow his enthusiasm or antipathy to be felt by the reader.

The copyreader can guard against much editorializing by eliminating most adjectives. Exaggerations must be eliminated. "Ann Allen sang a solo," is better than "Ann Allen sang a beautiful solo," unless it is written in a signed, critical article.

If the writer lacks definite information, he writes, "The meeting was well attended." It says nothing. He should have found out how many were present. Instead of saying, "An interesting program was given," get the details and give the program.

Do not allow words or phrases to color stories by implication, as "Johnson, who had frequently been warned, was dismissed from school." Frequently may have been one or a dozen times.

Give authority for statements. Do not say, "In his lecture, Mr. Smith showed that football is a menace." Mr. Smith declared or stated, not showed. If school is to be dismissed early, give authority for the statement.

Debate, or other contest stories, must not hint that the judges were prejudiced.

The high school play cast is not composed of professionals and if their performances are described too glowingly, the readers will lose confidence in the paper.

The beginning high school sports reporter should use great care in expressing his own opinion although he is privileged to write with color and freedom. His stories will be more authoritative if he occasionally quotes the coach.

Eliminate all advertising from news stories.

Hyde (21) gives four tests for the copyreader to apply in determining whether a story is editorialized:

The writer should not be able to discover whether the writer approves or disapproves of any person, fact, or action in the story.

No color (bias or prejudice) or opinion should be injected by adjectives, adverbs, too vivid verbs, too glowing nouns, superlatives, comparatives. The comment is usually in one or two particular words.

He should tell who told him so, or who says so.

The writer should tell what he knows, not what he thinks.

Borah writes, "Be conservative in all writing. Proper restraint lends authority to a news story." (8)

Most students, however, need to learn to write vividly descriptive stories without editorializing. Stories may be "colorful" without being "colored."

Exercises

Edit the following copy, being particularly careful to remove all editorializing.

There is quite a bit of sentiment in favor of a college play this semester, and indications are that there will be one. Several plays have been read with an eye to selecting one for presentation, but so far, the committee on this work has not found a play suitable to all concerned. At present, some of the best talent in college is occupied in debate work, and will not be free to take up play practice for some time to come. Other activities are holding back other good talent in the school which present a handicap in presenting a play very soon.

In a rather hasty inquiry into the matter it was found that at present the school is fortunate in having some of the leading dramatic talent in this part of the state. We have Irene . . . and . . . to mention only a few.

The school is also fortunate in having the services of Miss Mann who has volunteered her services for the direction of the play. The school has in the past presented several very good plays, including "Smilin' Thru."

The News is sponsoring a new race. This time it will be for a News manner. The idea of this project is for the rooms desiring this banner to get 100% for five consecutive weeks and the banner is theirs. There will prove to be plenty of stiff competition for this novel prize. Many of the rooms are off to a good start. Tyn not your room? Get behind your News representative, support him, it's not hard.

Your room has still a good chance to come in first. The race has just started, and you will have an excellent opportunity to catch the leaders. They are not inhuman, they'll stub their toe. The Juniors and Seniors had better hurry, the sophomores have a good start. At present only one Senior room has a 100% so far. There are no junior rooms but there are sophomore rooms in this race to see who will come in first. Good work, sophs!

What's the matter with the Juniors and Seniors this year, they have always supported a school project before. Show the sophomores their place. Everybody get in this race and try to win.

We noticed with great interest in the North Times that their school has undertaken to provide a home economics course for men only. It is in every way a regular home economics course, as they intend to teach clothing, foods, and sewing. Oh Boy, what our pugilistic roughnecks could do !

Once again Lew Vander's boys are entered in one of the largest meets of the year, the Northeastern meet. High schools from all over the state compete in this, thus making competition the closest possible.

In the Past South High has made a fine showing, capturing a number of records. Some of our records are yet to be shattered. Tony Anson, one of our greatest all-round athletes, holds the 12 pound shot-put records. It is expected to be many years before this record will be shattered, as there is no boy in high school today who can come anywhere near to his heave.

Today there are no boys equal to Tony, yet the boys are hoping to bring home the silver cup.

We played the "March of the Boyards" and played it so we could go over to a brand new piece, which was very disgusting to the first violin section. The new piece was "Norma Overture."

Mary Thomas danced at the G.R. dinner last Thursday and also danced at the Senior banquet. Anne Martin also danced with her. They were accompanied on the piano by Thelma Conn. They danced beautifully.

Betty Carn has a new grey blouse and May Wilson has a very becoming dress with puff sleeves. Well, by the time you read any more orchestra news, we'll have a new orchestra.

EDITORIALS

The elimination of poorly written editorials and the improvement of mediocre ones is frequently the duty of the copyreader on high school publications, for all members of the staff are permitted or required to submit editorials as well as news.

Well-written editorials deal with live topics based on current news, or with philosophical or historical subjects discussed intelligently.

The editorials must stand up against criticism from parents, school officials, teachers, and students. Dictatorial, fault-finding, preaching, or nagging editorials will not be successful. Destructive editorials should be eliminated entirely. Satire, irony, and sarcasm have no place in the columns of a high school paper. These are effective in the hands of a veteran, but explosive in the hands of the novice. Humor, however, may be successfully introduced to induce the readers to change their ways.

Praise and appreciation, without flattery or exaggeration, in the editorial columns, may lead to beneficial action that critical editorials fail to achieve.

The three paragraph plan is one that is well adapted

to high school use. The first paragraph is a clear but condensed statement of news, facts, or truths; the second contains necessary explanations, conditioning facts, or the reaction of the writer; and the final paragraph contains a clear-cut deduction on what has preceded, a suggestion for bettering the situation, or a plea urging the reader to act on the suggestion.

Suggestions given by Reed (30) to test editorials include:

- Is the topic stated strikingly in the beginning?
- Does it contain brief, yet all necessary explanations?
- Did the author show the idea would work in representative cases? Mention obstacles? Enumerate advantages?

Bleyer (6) states, "Editorials, more than any other writing in the paper, need correction, verification, and safeguarding against probability of error. During revision every exaggeration should be cut out and every questionable statement checked. Before publishing the editorial, question, 'Is the editorial accurate and will it stimulate readers to thought?' If so, publish it."

Exercises

Copyread the following editorials, rewriting those impossible to use in the present form. Change those which are critical and fault finding. Improve

titles where necessary. See that logical conclusions are reached in the editorials that seek to form opinion. Choose clear and effective words.

Slam! Bang!

It seems that after Mr. Carry has made two announcements in chapel about the slamming of locker doors some students do not yet understand that he means everyone.

When school is dismissed at noon or at the close of the day, the slamming and banging in the halls sounds like the Battle of Bull Run.

This should be stopped. It not only creates a disturbance but it damages the lockers. Some of them will scarcely open now from so much slamming. Some are minus their handles and some handles are ready to fall off.

It's not necessary to slam a locker door to make it shut. So let's watch ourselves and see if we can close them a little more quietly in the future, not only making less noise but taking better care of the lockers, which are public property.

Exchange

The little boy or girl who doesn't like to walk on the wall of a terrace is yet to be found. And, little danger is to come from a same harmless brick wall a few feet above

the ground.

But supposing the same wall were 100 or 2000 feet above the same ground. It would be the same harmless little wall, but our cultivated fears would prevent us from venturing near its edge, let alone walking serenely along the top of it.

Let's grow up and forget our abhorrence of finals just because someone has at some time or another told us that they were hard.

Chapel Conduct

Did you ever try to talk before a group that didn't pay any attention? If you have, you know how hard it is. Whenever there is an assembly someone is always talking or teasing some one near him.

It is hard for the entertained to do what he is supposed to do if there is confusion in the audience. The speaker should be shown courtesy by your attentiveness even if you don't like his speech. Then, too, there is your neighbor to be considered. Perhaps he would like to hear what is being said. So, after this, try and be more quiet in assembly.

Radio System Proves Beneficial

Having a radio system in the school is very beneficial and is superior to the present telephone which other schools use.

Then announcements such as the death of notorious people are made during the day, the pupils are quickly informed. When fire drills are needed they can be quickly executed.

Time is saved. Pupils wanted at the office are able to report sooner. It is more convenient than looking up a telephone number.

Radios can be used for the extent of having educational and entertaining. Programs dealing with the news events can be used by the history classes. Study halls and home room programs can be substituted by plays and music. Therefore the radio plan proves very beneficial and its only disadvantage is that the teachers can't communicate with each other.

The Last Lap

Alright, seniors, we are starting on our last lap of the road at old D.H.S., so let's make it in mood for The Purple and Gold with flying colors. This last lap will be the most enjoyable part of our lives if we work together.

Many activities can be planned and many things can be done to remember the spirit of old D.H.S. before we go higher in school or out into the world for ourselves.

FEATURES

Because a large percentage of the stories in a high school paper should be either features or featurized news stories, the copyreader of the publication must know how to improve stories of that nature.

Features are accounts of activities of groups or individuals, amusing incidents, or informational material which do not fall into the classification of timely news. They deal in little things that appeal because they are humorous, pathetic, sad, or different. They bring interest to the paper.

Sometimes it is possible for ordinary news facts of little interest to be transformed by feature --entertaining-treatment, into an inspiring story. "In the hands of a trained feature writer, facts are moulded into a colorful narrative full of drama, dialogue, suspense, mystery, and heart interest," Harrington and Marvin (18) state. And they might have added that a good copyreader, by judicious editing, could greatly improve many stories found in high school papers.

Suggestions for criticism and revision of features

includes:

Opening sentence should grip attention at once. The story should not have too many ideas included. (27)

Contrasts and comparisons are useful. Include only fresh, stimulating facts. The paragraphs should be in an orderly sequence. The climax is the best order. Use link phrases, such as then, again, as ever, to make an easy transition from divisions of the story. (29)

To improve diction, eliminate superfluous words, trite phrases, general, colorless, words, unfamiliar terms not explained, hackneyed and mixed metaphors. (5)

Improve sentences by making their grammatical structure more evident, by breaking up long loose sentences into shorter ones, by using short sentences for emphasis, by varying the sentence length, and by transferring important ideas to the beginning of the sentence. (5)

Test every paragraph to determine whether or not it is a unified, coherent group of thoughts, containing not more than 100 words, with important ideas effectively massed at the beginning. (5)

Revision should eliminate all errors in grammar, spelling, punctuation, and capitalization.

The mood, whether it be to make people laugh or cry, should be sustained throughout.

Exercises

Test and revise the feature stories which follow, remembering the suggestions given. If the stories need to be rewritten, use your originality in the treatment of the facts, not in adding to them.

Maybe some of you boys would be interested in what you are supposed to eat and what you are not. What a model breakfast and dinner is. And how to serve correctly. No, I know your not going to be housewife but it would be something different. If any of you never want to get married and perhaps would want to keep your own house it might be wise to put on an apron, a dress, and high heeled shoes, and enter one of the cooking classes for a semester.

The foods classes this semester have so far covered breakfasts, luncheons and dinners and "How to Plan and Serve." An appetizing breakfast might consist of sliced oranges, waffles -- m-m-mmm -- oatmeal with figs and cocoa. If the girls are absorbing any of that training, a swell husband won't be hard for them to find.

"Just look at Bennie! He's washing his face."

"And Mickey has a sore eye and is nervous. Poor thing! Miss Jones said that is the result of deficiency in his diet. See that little sore on his toe? It's been there two weeks."

"His heart is beating too fast!"

"That's a sign of too much coffee."

Mickey and Bennie, the two white rats with whom the home economics classes are experimenting, are the subjects of discussion. Bennie has gained on vegetables and milk while Mickey is becoming fragile on his.

Due to the fact that the classes were constantly coughing and using their last Xmas handkerchiefs to extremes, the school was dismissed until the "fluing" period had flown away. The depression and flu struck Santa Claus with such force that handkerchiefs were the main gifts. Why didn't the flu wait until after Christmas so we could have used our bright ones? The students will never work the puzzle about teachers. Why was school dismissed just because three teachers were ill? The ambitious students wanted to start a marathon to see which one would be the last at school after the sneezing and blowing.

One consolation is that if it wasn't for the flu they would have had only one week of leisure and as it was they had two -- two weeks to think about finals. The dismissal of school was a benefit in that it checked the flu.

There's all kinds of parades, circus parades, lodge parades, depression parades, demonstration parades, and as Mr. Falk would say, "ad finitem." But of all the parades there are, the best one is continuously parading up and down Main Street. And -- with these new spring creations, hats and dresses, we mean, the parade is still more interesting, and (apologies, please) even comical.

Just watch the parade a moment -- the tall brunette is tripping along with a little hat cocked over her right eyebrow, the little, short, fat girls pass with their great big hats. Ah, what a combination! What a show!

Spring is significant for a number of reasons, spring vacation, house-cleaning, poetic expression of young love, and what not, even though it merely means spring fever to you. Another cause for celebration is that spring marks the anniversary of Bob Elson's birthday, who was born in Fort Scott, Nevada, where men are men, and women don't dare. But let Bob tell his own story.

"When I was first born," he confided, "I was extremely young. And a very pretty baby I was too." We can imagine, can't you? And while you're imagining we'll hasten to tell you that he came to Marshall at the tender age of six, and is graduating from Marshall High this year.

Always athletic, our Bob made the "M" club while still a freshman. He was president of the sophomores class, a member of the Glee club, and had leads in school plays and operettas. He is one of the school's leading lights. We predict big things ahead for Bob in sports, music and dramatics.

Would you ever have accused Mr. Grover of running away from home? But that is just what he did with four of his chums. They went to Washington to attend the inauguration of President-elect Taft. Wonder how many ran away to attend President Roosevelt's inauguration ceremonies this year. Quite a few would if they had known what a swell time Mr. Glover had on his little trip. He says they attended the

the inaugural ball, watched the diners at the first dinner, attended Congress, and saw Washington from all points.

Mr. Grover's life has been a much divided one. He was born on a farm in Sumner county, Texas. The house was in Texas, and the barns in Oklahoma. At Junction, where he taught before coming to Midland, the school district was half in Strong and half in Pawnee counties. Now he is the much abused go-between of the reporting room teachers and students, handling all the activity tickets the students fail to buy of their reporting room teachers.

Strange as it seems, Mr. Grover planned to teach even while he was in high school. But, stranger yet, he planned to teach Latin. However, in college he changed to science. His activities have been varied. Aside from teaching, he has played professional baseball, and was in the army, and coached athletics.

Aside from teaching and his intense activity ticket work Mr. Grover finds time for his Masonic work. Also, like several other men, he used to play golf. "Since I broke all my clubs, I had to quit," laughingly explains Mr. Grover.

SPORTS

School sports are numerous and the interest is so great among the students, that the reporter is tempted to write too detailed accounts of the events, depending on general interest to make the sports page read.

Other sports reporters read avidly the sports pages of city dailies, imitate their style, but neglect to secure facts. Before the game boastful stories are published. In post game stories, the team trampled the enemy in dust if the game was won, but if lost the writer withholds praise for the opponent and finds an alibi for the home team.

The best style for imitation is a straightforward, vivid account of the game. The lead may be varied, playing up the score, spectacular plays, work of individual players, names and records of opposing teams, significance of outcome, equality or inequality of opponents, conditions affecting results, number and actions of spectators, or time and place of contest.

If the story is told swiftly and simply, the sport patter will take care of itself. Too many synonyms, superlatives, adjectives, and adverbs detract from the actual story, which may be told more effectively with active verbs.

Reporters who spend their time finding out how it was possible for the quarterback to make the winning touchdown, or why plays which appeared to be errors of judgment were wise maneuvers, are the ones whose sport stories are read and approved.

Coaches appreciate having sports writers confer with them about the stories written for publication. It is possible, by thoughtless writing, to cause overconfidence or depression among the players, and the coach will quickly notice such possibilities in the write-ups.

Names, figures, and statements of fact must be accurate. Fairness to opponents is essential.

With vigilance, the copyreader may eliminate errors that get into stories through inaccuracies in the handling of figures and facts, as well as improve ineffective style.

"Balancing the Box Score," a bulletin by W.A.Dill (12), may be used as a reference in preparing scores for print.

Exercises

Edit the stories that follow, rewriting those which lack interest. Remember that the name of the sport engaged in is important. Write headlines as directed by the instructor.

Our red and black boys ran out on the court, the band was playing and the crowd was roaring at the top of their voices. Clang went the ball and the game was in progress. The referee tossed the ball up to Alson, Carson's center got the tip. The was tipped back to Lietz, the all state guard. He dribbled down the court and shot, the ball zipped through the basket and the crowd went wild. On the next play Bert fouled Kint and Kint made his free throw good. The score stood one to two. Alson got the tip on the next play and the ball went again to Leitz who dribbled and shot again. The ball swished through the basket. The next play Smith made a one hand shot from over in the corner as the quarter ended. Score stood 4 to 3 with Carson leading.

Boty got the tip. The ball was passed around and then Smith broke for the basket and made his shot but on the next play Cramer made a one hander. Then sank a pretty shot from the side. East took time out. The dear old red black started fighting harder than ever. Then Kint drove in for a set up as the half ended.

All boys came back very strong and we got the tip and started to pass the ball around but quick as a wink Bridge sank a pretty shot. Then Alson tallied for Carson. We got the tip and the next play but lost the ball and then Lietz slipped down under the basket and made a set up. On the very next play we got the tip off and Kint drove in for a

9'

set up as the quarter ended. The teams were tied 11 all.

Carson got the tip and made another basket, then Smith sank another court. The crowd was going wild now. On the next play Carson one handed from the side of the forward hit from the side but Kint repeated for East. Two minutes left to play. Carson got the tip and Nelson made the set-up. He repeated with a one hand shot. Smith fouled Nelson and he made his free throw. We got the tip on the next play but it was too late, the bell clanged and the game was over and the score was 15 to 20 in favor of Carson.

The lineups:

East: Lawski, r.f., Smith, l.f., Boty, c., Kint, r.g., Petton, l.g.

Carson: Ramen, r.f., Nelson, l.f., Alson, c., Lietz, r.g., Bert, l.g.

The game started in a very interesting manner with both defenses working nicely, and neither team passed the two point mark in the first quarter.

The second quarter showed the Eagles doing some nice passing and shooting. This team work resulted in the half ending South 14, East 4.

The third quarter was scoreless for East, while the Eagles succeeded in running up eight more points. A lot of substituting was done in this quarter.

The last quarter was also successful for the Eagles. The game ended, South 26, East 8.

With accurate shooting and perfect passing Central pulled away from the West tigers in the second half and easily won the game by a margin of 10 points. The final score was 18-8.

Central's Eagles were held to a mere one point lead at the half when the score was 6-5. The game was a very evenly matched contest, consequently it was very hard for either team to break the others defense. In the first half however the play of both teams was poor.

The Tigers were not very accurate in their shots. After the half Central's shots were very accurate and it left the Tigers hopeless. After the tip-off neither team could get in scoring position. It was nearly five minutes before Central finally broke the West defense. West retaliated with a shot that was swished the net and ended the quarter. After the opening of the third quarter, West made three free throws. Fouls throughout the game were very numerous.

After the half Central made the goals in rapid succession. West was held back by Central's defense and finally made its eighth point in the closing minutes.

Central has new suits that look very good. The cheering section of the Eagles was well filled.

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